

*Ind. R. Hoef*  
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# THE REFERT

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## Robert's Good Will.

BY ALUMNUS.

Robert Hastings' one ambition was to become a doctor. From his early childhood he had shown a medical inclination. He was always present when his mother cleaned a chicken, and as he grew older he performed that household duty. More than once he nauseated his playmates by dissecting a dead cat or dog. He always managed to be admitted into the town surgeon's operating room when a man, injured by the railroad or otherwise, was brought in. And so as his age increased the one desire grew in his mind until he looked forward to the time when he would go away to some medical college.

But before the boy finished the public school course, his father died leaving Robert, his mother, and little sister with only enough to insure them with a comfortable living. Now the hopeful youth felt himself forced up against a cruel fate and saw his future profession dwindle down to a doubtful possibility. He left the high school and worked his way through a short commercial course. He turned out to be a skillful stenographer and typewriter and secured a position in the private office of one of his father's friends.

By his frank manner and zealous activity, Robert soon rose high in the confidence of his employer. His salary was raised several times and he began to lay up a favorable bank account. He was now making his own living and, besides, keeping his sister in school and helping his mother. In addition to his stenography, the boy took up other office work and gradually gained a knowledge of the affairs. His employer, seeing the boy's tendency toward business ability, gave him more work to do so that he might become more efficient.

Then one day, about three years after he started to work, Robert received the glad news that he had been promoted as assistant to his employer. His salary was raised to a sum that he could hardly believe. Mrs. Hastings wept for joy when her son announced his good fortune to her and Flossie, the sister, was carried around the room on her brother's shoulders as a manifestation of his triumph. He now entered upon his new work with

a spirit of prosperity. His employer considered him indispensable and treated the boy as an own son. Without doubt he was exceptionally quick at learning and he soon had the principles of the business as clear in his mind as the head of the firm had.

But in opposition to the sense of prosperity, there seemed to be some suppressed feeling struggling for existence in Robert's heart. When he went to bed at night a faint presentment of things unaccomplished flitted through his brain. When he rose in the morning and thought of the day before him an indescribable feeling of dissatisfaction entered his thoughts, but he cast it off in the enjoyment of his unusually good fortune. Why should he feel thus, he thought, one day under present conditions? He was now a healthy young man just entering into active life. His position was one that could vie with those of many men with large families to support. He was gradually accumulating a sum of money with which he could later on enter into some business of his own.

Ah, there was the gleam of dawn that woke his slumbering desire. Had he not in childhood dreamed of and planned out a business? Had he not looked forward to it as the miner watches for the gleam of the precious stone? And now where was his fond dream? He awoke with a start. His ambition was not to be despaired of. With the money he now had and with what he could get by working another year would start him well into college. After that he could work during the summer and thereby gain his precious M. D.

His mind was made up. He felt as if he could soar aloft and sweep the heavens like the eagle. The work flew along under his fingers as if it had wings. The firm were more than pleased with his services and felt their dependency upon the young man.

One day in winter Robert and Mr. Stern, his employer, were sitting in the office after their work was done, waiting for the car home. The snow was flying outside and the two were idly watching it.

"Mr. Stern," said Robert, "where do you think there is a good medical college?"

"Medical college?" asked Mr. Stern, looking surprised, "Why do you ask that?"



"Well, I'm thinking of taking a course in medicine next fall," replied Robert, "and I just wanted your opinion of a school."

"Oh, pooh! pooh! my boy, what are you thinking of? You don't mean you're going to give up such a good job as you have here and be a doctor?"

"Yes sir," replied Robert, "I've always wished to study medicine and now I think I've made enough money to make a start."

"Oh no! Robert," replied Mr. Stern, "I don't think that that would be a wise thing at all for you to do. You have just made a good start here, and don't want to leave it. But here's our car. You must drop that matter from your mind. Your work here is more important than that," he said as they went out to the car. And so the subject was dropped for that time.

The new year came around and Robert performed his duties as faithfully as ever. He had never again mentioned the matter of his leaving and his employer thought that it had been merely a passing whim. In August Robert had fully decided the course he would take. One morning when there was a pause in his work he turned to the manager and said, "Mr. Stern, I shall leave the first of October to enter college."

The man jerked his head up from its position over some books. "Pshaw! Robert," he exclaimed. "You know I won't listen to any such nonsense! so on with your work."

"But you must listen," persisted Robert. "I am telling you now, so that you won't be left in a bad position by my leaving."

"Bad position!" retorted Mr. Stern. He was now thoroughly aroused. "Do you think that that would make it any better? Why boy, we can't do without you. If it is a matter of salary, why—"

"No, no!" interrupted Robert. "It's not that. I'm perfectly satisfied with my position and the treatment I've received. I appreciate all you have done for me. You don't know how you have helped me and those at home. I never can express my thanks to you for your kindness." At this point his voice choked and he returned to the other side of the room. Mr. Stern saw the boy's emotion and stepped over to his side.

"Now, now, this will never do," he said as he laid his hand on Robert's shoulder. "I don't mean to injure you; I was just trying to make you see how we need you. Come, stay with us. You don't know how important you are to us; half the business depends upon you. Let me tell you, my boy. I think I see another promotion for you. You would be a good addition to the firm, but you're just now a little too young. But if you must go, I am sorry. It will be a great loss to us, and especially to me. Think over the matter until next week, Robert, and then if you are still of the same mind, I will submit."

"Very well," replied Robert sadly, and turned again to his work.

The next week came and still Robert's resolution was firm. Mr. Stern received the young man's decision calmly and dismissed the matter. September came and went and Robert kept on at his work as he had always done. When the last day of his time came he carefully closed up all his work and went over to his employer.

"Well, Mr. Stern," he said, "I think I have finished up everything and am ready to go. I shall leave Friday and shall probably see you again." He then went home. By Thursday afternoon all preparations were made for departure and he went

around to bid his former employer good-by.

"Well, he said, 'I've come to say good-by.'"

Mr. Stern sent the new clerk out with a letter. "Good-by, Robert, my boy," he said, taking the offered hand. "I wish you all success in your new work and know that you will have it if you are as industrious as you have been here. If for any reason you are dissatisfied with school, just write to me and your place will be waiting for you. Good-by."

The next week Robert was hard at his new work. He was well pleased with his studies and his letters home were always full of good cheer. The weeks sped by and Robert became more absorbed by his work.

Then one day late in November a letter came from his mother saying that Flossie had fallen on the ice and broken her leg in two places. The doctors said she was getting along well and thought that the fractures would not be serious. The letters that followed were encouraging and Robert's fears for his sister were allayed.

December came with extra work for Robert. Examinations were not far off and he must prepare for them. He was very busy with the reviews when his mind was diverted by another message from home.

Flossie's limb had turned for the bad. A consumptive disease had set in. The final decision of the doctors was that only an operation could save the girl from being an invalid for life. Such an operation would cost more than Mrs. Hastings could possibly afford, for unless it were performed by a skillful surgeon it might prove fatal.

Robert was almost crazed by this news. His mother and sister were the dearest things in life to him. He thought of going home at once but then what could it avail them for him to do so? He put aside his books and confined his thoughts to some way to help his sister. He had several hundred dollars in bank, but that would not pay for the operation and the expenses attendant upon it. "Why, if I go back to work," he thought, "I can make enough money to pay for it all. But my profession! I shall have to give it up to work. Can I do it? Must I, after all, give up my dearest hopes, all that I ever desired to be?" The boy was despondent at the thought. "Yes," he said aloud, "I will do it. Flossie is fourteen and must not have her future happiness destroyed if I can avoid it." He thought of Mr. Stern's parting words, "Write to me and your place will be waiting for you." He resolved to write at once. An answer came to him by special delivery saying, "I would be glad to take you back immediately. But think well before giving up your school work. If you decide to change, come on, for, as I said before, your place is waiting for you."

As the examinations were given the next week, Robert lingered to take them. Directly they were over he departed for home. He arrived the week before Christmas. It is needless to say that there was a joyful meeting on his return.

On Christmas morning he presented Flossie with a dainty little book of verses. "My gift has not come yet, Sis," he said. "This is just a token of Christmas. Next week you are to go to New York to have the operation performed. That will be my gift."

While Robert was listening to the services that morning and heard the old message repeated, "Peace on earth, good-will to men," he did not realize that he had that day fulfilled the true meaning of those words.



## D-E. vs. Preps.

On Saturday, Nov. 24th, the W. Va. P. Foot Ball Team met the D.-E. Team on the Fair Grounds in Elkins and played the snappiest game of the season. From the beginning the game was pursued with enthusiasm.

The game was opened by the "Preps" kicking off. The ball was down on the twenty-five yard line and for twelve minutes the game was waged with the genuine courage and snap of enthused foot-ball teams, but a fumble on the part of the "Preps" permitted D.-E. to score.

Again the "Preps" kicked off but in less than three minutes another unlucky fumble for the Preps resulted in a second touchdown for D.-E. The remaining fifteen were warmly contested but neither side were able to reach its goal.

The second half which was only twenty-five minutes was opened by D.-E. kicking off. This half was contested as ardently as the first.

The "Preps" only were able to make touchdown, but failed to kick goal. During the second half the ball was kept on D.-E's ground, showing that the "Preps" were skillfully able, though deficient in weight, to win the game had they got together sooner.

The line up is as follows:

| D.-E.                               | POSITION  | W. V. P.      |
|-------------------------------------|-----------|---------------|
| H Irons.....                        | C.....    | Thompson      |
| Armentrout-Schultz.....             | R G.....  | W. Cunningham |
| C. Irons.....                       | L G.....  | Ferbee        |
| Schultz-Armentrout.....             | R. T..... | Abernathy     |
| Raese.....                          | L. T..... | Lowry         |
| Wilson.....                         | R. E..... | Boyd          |
| Chandler.....                       | L. E..... | G. Cunningham |
| Archer.....                         | 2B.....   | White         |
| Bell-Gross.....                     | R. H..... | Arnold        |
| Knight.....                         | L. H..... | Hodges        |
| Redden.....                         | F. B..... | Heltzel       |
| Subs—Glover, Sheetz, Steorts        |           |               |
| Referee—Mr. Fling. Umpire—Mr. Jenks |           |               |
| Linesmen—Brooks, Steorts.           |           |               |
| Timekeepers—Prof. Allaben, Hott.    |           |               |

In the evening both teams were invited to Prof. Allaben's home to spend a social evening. About eight o'clock they gathered at Prof. Allaben's where they were grandly entertained. The evening was hurriedly chased away by music and songs, recital of short stories and "How They Play Foot Ball in Canada." Each member of the D.-E. Faculty took part in the evening.

When the evening was well spent, refreshments were served, after which all gave expression of the very enjoyable evening they had spent and departed.

Miss Elsie Hoffman finished the term of music last week and hopes to meet with as much success if not better, next term.

Quite a few spent their Thanksgiving vacation at home and of course would like to have stayed but "duty" called them back.

Don't forget that after the Holidays your subscription to "The Refert" will be 15 cents. Let us know now so to be in time for next issue.

Isn't Profs. Haught, Sanders and Horn selfish about leading Chapel? They must remember that there are a few others that must have experience as well as older ones.

Those who spent their Thanksgiving vacation at their homes are: The Misses Homan, Misses Edna Hampstead, Helen Babb, Katie Dilgard, Miss Henderson, Messrs Herbert White, William Patterson, Hubert Ward, Frank Helfeltfinger, Guy Cunningham, Roy Coffroth, Lonnie Thompson, Clyde McDowell, George Boyd, Heltzell, H. A. Hott and E. W. Anderson.

The schedule for next terms work has been completed and we hope to have no delay in our terms work for the recitation periods of one hour have been changed to forty-five minutes, making four recitations in the morning and two in the afternoon.

|               | 9.00-9.45      | 9.45-10.30     | 10.30-11.15    | 11.15-12.00    | 1.30-2.15      | 2.15-3.00       |
|---------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Haught.....   | Geometry.....  | Geometry.....  | Geometry.....  | Geometry.....  | Algebra 1..... | Chemistry.....  |
| Sanders.....  | Physics 2..... | Physics 2..... | Physics 2..... | Physics 2..... | Latin 5.....   | American.....   |
| Menefee.....  | {.....         | {.....         | {.....         | {.....         | {.....         | {.....          |
| Horn.....     | Algebra 2..... | Algebra 2..... | Algebra 2..... | Algebra 2..... | English 1..... | English 8.....  |
| Anderson..... | Latin 8.....   | Latin 8.....   | Latin 8.....   | Latin 8.....   | English 1..... | Roman Hist..... |
| Miller.....   | {.....         | {.....         | {.....         | {.....         | {.....         | {.....          |
| Hott.....     | {.....         | {.....         | {.....         | {.....         | {.....         | {.....          |



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# THE REFERT.

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## School Athletics.

First consider who should play on an athletic team of a school. Inter-collegiate athletics are not followed merely for the sake of beating other schools and then moving over them. Some other reasons are there; the training and exercise that the eye, muscles and brain naturally receive under the circumstances, the necessity of greatly neglecting individual playing for general team work, the loyalty and enthusiasm that match games arouse in the student body toward their school; for sometimes when students are discontented with something they often relieve their minds by finding fault with the arrangement and management of the school. Students imbued with this spirit might be actually detrimental to the school were there not some lively regents, one of which is athletic. Furthermore the experiences and diversions with which the members of teams meet on their journeys have a wholesome effect upon them, and further the friendships formed by the members of the same are of the most lasting, for nothing will more quickly or firmly cement a friendship between young men than to play together in a game where they stand shoulder to shoulder and put forth their mightiest efforts in attempts to overthrow the common enemy.

This applies, however, only to those who subordinate athletics to general school work. The person who goes to school simply to engage in athletics and neglects everything else for them, is not, as a rule, on the proper terms with the government of the school, and he certainly cannot be held in universal esteem by his classmates, who must necessarily be his comrades in all games. So, although he may like it more, and play as good, or better, playing can hardly give to him the unalloyed pleasure that it gives to one who limits it to proper spheres. Therefore the ideal athletic team of a school is composed of those whose hard brain work has made them eager for mental relaxation and muscular exercise, and not of those who have been endowed with a strong body and a liking for sports that consider no other obligations.

If possible games should be played between teams of the same age and weight. Too great disparity in age is dangerous. The muscles of the average school youth have not been seasoned as those of men and while the school boy may possess greater agility, his powers are not such as to cope with a man whose seasoned strength will sooner or later tell in his favor. Furthermore a man is apt to look with contempt on a youth and show him less respect than to some one of his age, while at the same time refusing to make allowances for the hot headedness of youth, he may cause trouble and ill feeling that would never arise between men of the same age. As a rule, school teams should try always to play school teams, because then when one wishes another, it can be pretty accurately judged whether their respective abilities are anywhere nearly equal or not, for most schools wisely refuse to allow anyone to play in a match game, who is not a bonafide student of the school. This is not the case with independent town and club teams who, when they are uncertain of victory, do not hesitate to "run in" some extra good player or professional slugger from some other section, who they think may help to win. This is a very unjust and unsatisfactory practice that should be completely abolished; for while such a team may win it will have the element of unfairness in its make up and its supporters cannot feel the proper enthusiasm over the victory and their opponents harbor the ill feeling that they have been unfairly dealt with.

Whether a team is at home or visiting the opponents should be treated with the politeness and respect that a host and guest would show on such occasions. Upon the field of play only should there be rivalry, and even here a gentlemanly spirit is needed and appreciated just as much as elsewhere. He who has played honestly and according to the rules rarely causes hard feelings in an opponent. And what, besides honestly winning a game can give one greater satisfaction than to have his opponents say, "You have played a clean, honest game."

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## Y. W. C. A.

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The month of November was a good one for the Young Women's Christian Association, spiritually.

They observed the Week of Prayer and all meetings were helpful. These services were well attended but they wish to urge a better attendance at the weekly meetings. Next term it is hoped to have more members and have the work improve. This can only be done by the interest taken.

It is certainly wished that one of the "Faculty" will pick his teeth outside of Chapel, especially when Prof. Haught is talking.



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Poised on the crest of Fort Hill  
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 The smallest wee Prep of the State  
 Is the school to which we all belong.  
 We are proud of our school and athletics,  
 We were never so anxious to try  
 A flight through the large settled country,  
 Now that we are ready to fly.

Of course, we are just young birds  
 With pinions just starting to grow,  
 And now, that the chance is presented,  
 We want the old men to know  
 How proud we are of their virtues—  
 And if they have vices, perchance,  
 It only makes brighter their goodness,  
 Like the color and touch of romance.

There's Haight, both a teacher and "justice",  
 Dispenser of demerits and law,  
 No matter which one we are seeking  
 We know that the quality is good.  
 But if you see his head go a-nodding  
 In a wiseacre, kind of a way,  
 You know that you he is acquitting,  
 For he don't hear a word that you say.

Then Sanders attends our athletics,  
 No matter how bad be the charge—  
 A jolly and hale, hearty fellow,  
 He does us more good than his grades.  
 Anderson looks after our ladies,  
 The boys, they don't matter so much,  
 But if you would know where his heart is  
 You will have to go ask the dutch.

Mrs. Menefee sells us "refreshments"  
 For the mind, in the form of a book,  
 If you doubt that she is a dancer,  
 In the Annual please do look.  
 Here Horn is also a doctor.  
 He juggles with prose and with rhyme,  
 His friendship (love) is seventeen jeweled,  
 Not measured by books or by time.

Hott, with his old maiden sweethearts,  
 Is the faculty's terror and awe,  
 No matter which role he is playing  
 You will find neither blemish or flaw.  
 Miss Hoffman, chief of our music,  
 Without her recitals where students are  
 Decked out in blue,  
 Has lost not a whit of her goodness  
 For her virtues are constant and true.

Miller is not given to sporting,  
 Except in hunting of coons,  
 Has a face as placid and sunny  
 As the roses that bloom in fair June.  
 (Thus endeth the Faculty)

Furbree is a sport to the finish,  
 A perfect Adonis, we say;  
 He can hit a 2.20  
 When he drives down the pike in his sleigh.

Thompson is one of the Irish,  
 Though some people think he is dutch,  
 But the map of ould Ireland is on him,  
 We scarcely can praise him too much.  
 Guy Cunningham has a round, jolly stomach  
 That suggests he knows how to stand pat;  
 If you dally too much with the checker-board  
 You will find that he understands that.

George Boyd believes in full houses;  
 Lee Lauck's long suit is the girls;  
 Each shine and glisten and glitter  
 Like the sparkle and luster of pearls.



Friday evening, Dec. 7th, after the Literary Societies adjourned Misses Edna Hamstead and Helen Babb entertained a few friends at Miss Sue Johnson's home on Davis St. When all had assembled sheets of paper were distributed among the guests. The guests were then to close their eyes and draw a pig. After the pigs were so blindly drawn they were placed upon a small table and the guests were allowed to see, for the first time, these odd specimens of art and judge his own production.

Another interesting pasttime was determining various drugs placed in vials by their color and odor. Several of the guests "determined" ammonia was one of the variety.

Other amusements helped to chase away the time. The company enjoyed very much the candies and dainty refreshments.

Those present were, Misses Nellie Johnson, Katie Dilgard, Laura Lauck, Emile Joffroth, May Winning, Bessie Dawson and Chas. Ritchie, Lonnie Thompson, Clyde McDowell, Vernon McNemar, Douglas Glover, Guy Cunningham, Homer Hott.

## Basket Ball Season.

First game of the season was played between Keyser and the Preps, in the Prep. Gym, last Wednesday evening. The teams were well matched in weight and at first played very well but before the game ended the Preps. were so far ahead that Keyser boys seemed to lose courage and at the end of the game the Keyser boys were beaten 32 to 4.



# Chemistry in Secondary Schools.

During the past few years the position of the study of Chemistry as one of the principle elements in higher education has gradually improved. A few years ago Chemistry was looked upon, by some, as a scientific study of benefit only to those who would make practical application of its uses; by others, it was considered a good exercise for the memory but being unapplied to any definite purpose was soon forgotten.

Until recently the study of chemistry as one of the chief branches in Secondary Schools was thought to be useless because the student would never make any practical application of it. It is reasonable to believe that because the majority of our students will never travel extensively the study of Geography should have no place in our school curriculum.

The improved condition of the importance of this branch of science is due chiefly to the improved manner in which the subject is presented. Chemistry was formerly taught as a text-book subject only, now every good Secondary School not only gives it a place in its course but has laboratory facilities. The laboratory method, it may be said, is one of the chief characteristics in the modern development of education along all scientific lines.

The advantages to be derived from this method of study and research are many; it teaches the student to draw correct conclusions from what he sees, and to test by actual experiment the truth of statements found in text-books which were formerly accepted by the student without any proof.

Again, the study of chemistry, aside from its scientific application, is a good training in the interpretation of evidence or explanations of phenomena and this fact should give it an important place in education. Any branch that develops the faculty of drawing correct conclusions or of generalizing from given evidence should hold a commanding place in our educational system.

The knowledge of chemistry is not lacking in culture value, but it is difficult to distinguish the practical from the culture value of this branch; for that knowledge of chemistry which was formerly considered to be only of culture value to the farmer, is now put into practical use by him. A little knowledge of the chemical make-up of the soil enables him to tell with a great degree of accuracy just what grains and fruits are best adapted to it; in fact, the study of practical horticulture and agriculture depend so much on a knowledge of chemistry that without it the practical benefits derived from the study of these subjects would amount to but little.

Would it not be of as much culture value to the average school boy to give him a short course in

agricultural chemistry as to spend so much time on technical grammar or Greek and Roman history? Is it not as important that the students of academic schools have a knowledge of practical chemistry, as that they should understand Bacon and Browning?

This criticism, however, might be made of the amount and kind of chemistry taught in our High Schools and Preparatory Schools, namely, too much time is given to theoretical considerations and qualitative study and not enough to the practical phases of chemistry as applied to different kinds of soil and fertilizer and the action of vegetation on them.

It is wonderful to note the great change a knowledge of chemistry has wrought along agricultural lines, yet the influence of this science is even greater on the mining and manufacturing industries.

Since the mass of people receive the most value from the Elementary Schools, the Science taught in them must be adapted to their needs. Let our Secondary Schools keep within the sphere of usefulness, in respect to this scientific training, for which they exist, and they will succeed.

## Course in English.

Our preparatory course in English covers three years and includes work in language, grammar, composition, rhetoric, and literature. In the first year Mother Tongue Book II and Sykes's Elementary English Composition, two of the best books to be found in elementary English, are the texts. A literary masterpiece is read and studied each term, Lamb's Adventures of Ulysses this term. A composition is written once or twice a week. Much attention is given to oral language. Pupils are trained in correct oral language in reciting, in oral reproduction of stories, in oral composition of original stories, and in repeating stanzas learned by heart. Sometimes we have one to give orally a reproduction or an original story and others write it, each one a sentence, on the board. Thus the written work is done almost as soon as the oral work, and the language is preserved to criticize and correct. This furnishes good training in both clear thinking and correct expression. Since we talk more than we write it is but proper that we learn the oral as well as the written use of language.

In written work careful attention is given to spelling, punctuation, capitals, paragraphs, sentence construction, and neatness of manuscript. Each paper is corrected and the pupil then copies it in a book, making all corrections. The method of imitation, which has been too little used in English composition, is employed. We study a classic story, and then pupils construct a story on the same plan. We use stories from the Bible, from ancient and modern history, from mythology, and from everyday life. Thus pupils are constantly becoming acquainted with many fields of thought and many forms of expression.

The principles of grammar are carefully and thoroughly taught the first year not as in the old and dry subject of technical grammar, but in the



more interesting and natural way followed by the Mother Tongue, as natural steps in the child's language growth and development.

Composition and rhetoric are studied all the second year. In this the work is as practical as it is theoretical. Rhetoric is studied in a way to aid the pupil in reading, speaking and writing. Much written work is done. All composition details are carefully observed and pupils are trained to use language that is elegant as well as correct, that is correct rhetorically as well as grammatically. Brooks and Hubbard's Composition and Rhetoric is the newly-adopted text, a very interesting and inspiring book, which makes the subject a part of the learner's very life and experience. A classic is studied each term, and at least one book is assigned for outside reading and report. In rhetoric composition, and literature much attention is paid to the study of the paragraph and to the outline and construction of the entire theme.

The third year is devoted to the study of literature. In the first term the pupil will in some measure become acquainted with the principal forms of literature and will receive some training in understanding them. Besides the study of some masterpieces a text will be used, probably an elementary text in criticism. The second term's work is an introduction to American literature. A brief history of American literature and several short masterpieces are studied in class, and books are assigned for reading and reports are made on them. The third term includes similar work in English literature, and the classics used this year will be the college entrance requirements for the next two years. Less written work is required the third year. While literature is the work of the third year, it is part of the work of every English course in the school. One chief aim is to cultivate in pupils a love for good reading and ability to understand books.

We are not supposed to teach reading, though almost all who enter the school need much training in reading. Some help is given along with the study of the classics used. If all who enter the English courses were good readers the work would be far more effective and satisfactory.

The fact is not forgotten that thought must precede expression. The aim is to have pupils learn language and its use, not simply to learn about language. Ability to grasp thought presented in oral or written language, clear and logical thinking, correct expression in oral and written language, ready use of language, knowledge of principles of language, grammar, and rhetoric and love for good literature are some of the results sought.

JAMES W. HORN.

## Work for Teachers.

Ours is not a normal school, but we do a little normal work, especially in the spring term. Many public school teachers come to us then and it is but proper that we offer the work they most need, and even then we do much less normal work than normal schools do of academic work. All our preparatory work is excellent for those preparing to teach, just what they need and as good as they will find elsewhere.

Each spring term we have classes in all the public school branches. We do not follow any cramming

process, but do much review work and aim to make clear to teachers those things with which they have most difficulty. Some of our Preparatory teachers have had years of experience in all sorts of public school work, are well acquainted with its difficult problems, and can aid and direct teachers from the standpoint of the country school.

A course is offered in the art of teaching. In this we give some attention to matters of school discipline and management, and aim to have teachers get some underlying principles that will help them to be independent and original in meeting conditions in different schools. Much of this course is devoted to a study of the best methods of teaching the different branches in the primary and elementary grades. Some model lessons are given in language, or history, or arithmetic, by methods the teacher can apply in her own school. We promise to give no work in this course that will not be practical and useful to teachers in all grades.

A class in English grammar, specially for teachers, is organized at the beginning of the spring term. This reviews the whole subject, spending most time on the most difficult points. Teaching is done largely by illustrative work with sentences. This is taken for thorough study of relatives, indirect interrogatives, participles, infinitives, copulative verbs, different classifications of verbs, subjunctive mode, distinction between coordinate conjunctions and conjunctive adverbs, and other difficult subjects. Teachers are urged to let us know their difficulties and needs in grammar, and we aim to make our work meet these as far as possible.

We cannot speak in detail of all public school branches. Some of the best school journals of the country come to our reading room, and to these teachers have free access. In our library are many of the very best books in our field of educational literature. Teachers are encouraged to use these and to get a foundation for doing professional reading and study in the future.

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## Vacation.

December is here again and vacation is near. It is useless to say that we are all glad to see the Holiday season approaching.

At this time a few years ago we pictured stockings full of candy, nuts, etc., but now it is a picture of good times during the few days vacation. All go home and when Xmas comes play and make glad, for Christmas comes but once a year.

## \$5.00 Reward.

LOST: A pair of glasses somewhere between the hours of nine P. M. and two A. M. The finder will confer a favor by returning same before Chapel and receiving above reward. PROF. HOTT.

LATER (Special despatch to Refert.) The glasses lost by Mr. Hott were found in a parlor at Piedmont.



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# A Truthful Account of the Duel

Between R. R. Miller and "Erv." Anderson.

When R. Raymond Miller  
Quit sprouting jack oaks  
And came to town  
To teach school and settle down,  
The suitors of Miss Blank  
One and all  
Before his dreadful onset  
Were obliged to fall.  
But oh! one braver than the rest  
Wouldn't acknowledge R. R. the best,  
Ervin Leech Anderson,  
He of the party fame,  
Brave of heart, if he does look tame,  
Always quiet, yet when aroused  
Some one is certain to be souzed.  
We warned Bobby of Ervin often,  
And told him to stop or he would  
Need a coffin.  
But he would not listen to this,  
Being a yap so wrapt in bliss  
And felt rather sore  
When a friend of Ervin's darkened his door.  
With a challenge for mortal combat;  
Also looked very blue  
When he realized our warning was true.  
Having gone too far to back out,  
He accepted the challenge for a bout  
With swords at twenty paces.  
The combat was to take place next day  
As old Sol gave forth his first ray,  
On the summit of Fort Hill.  
Mr. Miller, trembling in his shoes,  
Without a moment to lose  
Hurried forth to find a friend,  
One on whom he could depend  
To act as second.

Presently Mr. Horn hove in sight  
And being asked by Miller, said  
"Certainly, all right."

Miller then went home to make his will  
And to settle his nerves took a bromine pill,  
It then being nearly daylight  
He gird himself for the fight,  
And went to battle for the right  
Like a knight of ancient name.  
As they walked along Horn said,  
"Miller, don't you get put to bed,  
For if you get hurt I don't see  
Who is to do my talking for me."  
"I often have faced the foe," said Miller,  
"When face the foe I must,  
And parried blow with stinging blow,  
And thrust with counter thrust.  
So I don't worry, for 'Erv' I care not a pin,  
Never fear, James, I'll work you in."  
Everything was silent, not a sound  
Was heard as they reached the ground.  
Scarcely had they been seated  
When all with heads hung  
There appeared "Erv," Clyde McD. (his sec-  
ond), and Doctor McCrum,  
The latter strode across to James Horne  
and R. R. Miller  
And said, "Gentlemen, don't blame me,  
But I haven't been able to procure swords."  
At once James Horne and R. R. Miller be-  
gan to sneer and mutter,  
But at this point Dr. McCrum  
Produced a sickle and corn-cutter  
From a package under his arm  
Assuring them, "There was no cause for  
alarm."  
R. Raymond he continued, "This is the best  
I can do,  
And as the challenged party  
The choice of weapons falls to you."  
[To be continued.]

